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ABSTRACT

This procedures manual reports on the Young Adult Reading Project, which provides a combination of job preparation, literacy skills, and self-esteem to improve reading, math, and job readiness skills for Lexington, Kentucky residents aged 16-21 who read below the eighth-grade level. Tutors are trained to design lessons based on students' goals. The personal relationship between tutors and students helps participants overcome their fear and dislike of the learning situation. Recruitment is done through Operation Read channels: (1) newspapers; (2) television; (3) radio; (4) word-of-mouth; (5) referral from family and friends; (6) referral from other social agencies; and (7) door-to-door recruitment. Students are screened using a combination of a criterion-referenced test, Slosson Oral Reading Test, and other measures. Students' progress is also assessed using the Slosson posttest. Greater involvement with potential employers will be fostered for future programs. (Six appendices are included: (1) interest inventory; (2) student information sheet; (3) list of instructional materials; (4) student progress record and time sheet; (5) program evaluation and statistics; and (6) Young Adult Reading Project task force.) (NLA)

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YOUNG ADULT READING PROJECT

PRE-VOCATIONAL SKILLS
16-21 YEAR-OLDS

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LEXINGTON, KENTUCKY

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Young Adult Reading

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Project Number: 12-33-540-DCCM-04-25-01-Z44-
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PROCEDURES MANUAL

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YOUNG ADULT READING PROJECT

PROCEDURES MANUAL

1. INTRODUCTION

A. AN OVERVIEW

Operation Read developed the Young Adult Reading Project utilizing funds available under a grant from the Office of Vocational Education at the Kentucky Department of Education under the Carl Perkins Act. This program, during program year 1987-88, provides a combination of job preparation and literacy skills for individuals ages 16-21 who wish to improve their reading and job readiness. The Young Adult Reading Project was developed in cooperation with Operation Read, a literacy organization in Lexington, Kentucky.

Operation Read has been in existence for eight years and operates in conjunction with the Lexington Public Library and Fayette County Schools, Division of Adult and Community Education. Operation Read is managed by a volunteer Board, which has a chairperson, secretary, and committee chairpersons. On staff there are an Executive Director, an Assistant Director, a Tutor Liaison, a full-time secretary and through a Vista grant from the federal government, three Vista volunteers and their supervisor. Operation Read is currently housed at the Northside Branch of the Library, which maintains the Adult New Reader Collection. This collection is certianly one of the most extensive in the state and probably in the nation. Fayette County Schools also provide meeting space for student-tutor pairs, workbooks for students, and extensive assistance through its staff of ABE teachers. The Operaton Read-Fayette County Schools-Public Library Partnership is critical to the success of adult literacy services in Fayette County.

Operation Read has received direct support from the Kentucky Literacy Commission in the form of grants for tutor-student materials and supplies, technical assistance, public relations, and for a portion of the assistant director's salary.

Operation Read, during 1987-88, has had incredible support from the Lexington Herald-Leader Company and its Promotion and Newspaper-in-Education divisions. Lewis Owens, president and publisher, has graciously volunteered hours of his time to develop and implement a state-wide campaign that is threefold: inform the public of the dire need of the state to educate its adult populace; recruit tutors for regional workshops and; recruit adult students.

This cooperative arrangement enabled the program to easily integrate into the communtiy.

The Executive Director, Connie Schwein, was directly responsible for the management of this project with the assistance of the secretary/receiptionist.

B. KEY INSTRUCTIONAL COMPONENTS

- Instructional curriculum incorporates reading, writing and math, as well as job search. Participants are taught primarily on a one-to-one basis.
- The specially trained instructors use tutoring methods based on recognized national literacy formats and the language experience method.
- The participant's active involvement in the planning of the instruction increases their feelings of self worth and motivates them to continue in the program.
- Materials ordered have been oriented towards adults and adult interests. These materials include literacy, math and job preparation instruction.

2. PROGRAM DESIGN

A. **CONCEPT**

The Young Adult Reading Project is designed to work with 16-21 year-olds reading below the 8th grade level, in improving reading skills, vocational readiness and increasing self esteem.

The Young Adult Reading Project operates year round. Participants are tutored twice a week for 1 and ½ hours. There are 13 tutoring centers around Lexington, open various hours covering 9 a.m. - 9 p.m., Monday-Thursday. Each student works one-on-one with a tutor or in a small group (2-3 people) with other students on the same level. Individualized attention is vitally important. All activities are designed and modified to meet the students' learning style and needs. Tutors are trained to design lessons based on students' goals. Interest inventories are used in planning these goals (Appendix 1, Interest Inventory). Since tutoring goes on in Adult Basic Education centers, there is always a trained teacher available for questions. Also, the Operation Read office is open from 9:30 a.m. to 5 p.m. Monday through Friday, and staff is always ready to answer inquiries.

Hours are reported monthly, and special attention is given to students who seem to be losing interest. Inservices are provided regularly to keep tutors up-to-date on latest materials and techniques.

B. **PROGRAM REQUIREMENTS**

This is an open entrance/open exit program; students may join at any time and remain in the program as long as they continue to function below an eight grade level.

Certification is given to students as they complete books in their basal series; there is no formal graduation since students all have different personal goals. While statistics tend to rely solely on measurable, quantifiable data (number of books completed) future evaluations will attempt to measure more subjective changes in students' attitudes and self esteem.

If students do not attend regularly (70% attendance) for a period of four weeks, tutors can be re-matched. It is important that students are willing to make a commitment to the improvement of their own skills. Without this commitment, there is little chance of the students' achieving their stated goals. Requiring regular attendance is a means of encouraging responsible behavior in young adults.

3. METHODOLOGY

A. RECRUITMENT

Recruitment was done through regular Operation Read channels.

1.) Newspaper - the Lexington Herald-Leader has estimated a $40,000 donation of advertising in the upcoming fiscal year.

2.) Television - KET continues to support our efforts by showing the Learn to Read series every week. PSA's run regularly, advertising Operation Read; the Task Force is considering the development of a PSA aimed at young adults.

3.) Radio

4.) Word-of-Mouth - this is increasingly important because often a young adult will only listen to the advice of friend, thus making all other forms of referral meaningless. In the upcoming year, as the Young Adult Reading Project becomes more defined, and a greater sense of unity is felt by members of the program, this form of recruitment should increase signficantly.

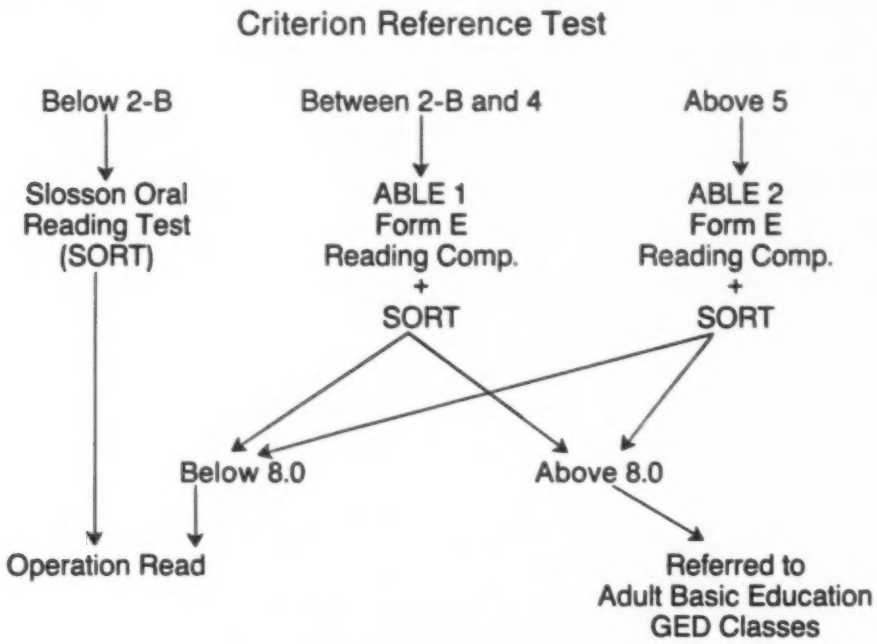
5.) Referral from family and friends - if we can encourage relatives to become more involved in the education of their children, some links in the cycle of illiteracy will break.

6.) Referral from other social agencies - One of Operation Read's long term goals is to increase communication between our organization and other social agencies.

7.) Door-to-door recruitment (recent addition) - The VISTA volunteers will add significantly to our recruiting strength. Greater results in recruitment are expected now that the VISTA grant is being controlled by Operation Read, Incorporated.

B. SCREENING

Students were screened using a combination of different tools. All students started by reading portions of the Criterion Reference Test, after which they were given the Slosson and/or ABLE test.


Criterion Reference Test
Below 2-B
Between 2-B and 4
Above 5
Slosson Oral Reading Test (SORT)
ABLE 1 Form E Reading Comp. + SORT
ABLE 2 Form E Reading Comp. + SORT
Below 8.0
Above 8.0
Operation Read
Referred to Adult Basic Education GED Classes

The interviewer also attempted to determine some interests of the student. (Appendix II, Student Information Sheet)

C. MATCHING

Students were matched with tutors according to time available and desired location. After these conditions were met, an effort was made to match compatible people (e.g., age, etc.)

D. TUTOR TRAINING

Tutors were trained in 18-hour workshops, conducted by Operation Read. The workshops used techniques adapted from the three main literacy program models: Laubach Literacy Action, Literacy Volunteers of America, and Jefferson County Adult Reading Project. New tutors were instructed in how to teach adults effectively, addressing both students' goals and interests.

Inservices were held throughout the year and one in particular focused on the needs of 16-21 year-olds, interested in pre-vocational education.

E. TUTORING

Tutoring took place in centers all over Lexington. However, a great percentage of the students was tutored at the Shiloh Baptist Church ABE Center. This led to the decision to create one central tutoring location for the Young Adult Reading Project next year. Tutoring will still be available at any of the other centers; however, 16 to 21 year-olds will be encouraged to work at the Shiloh center. Most of the new books ordered this year will be collected there, to give maximum access to the tutors and students.

While most lessons were completely unsupervised, tutors are free to contact any member of the Operation Read Staff with questions concerning their tutoring. One major advantage of working in Adult Basic Education Centers is that the expertise of the ABE teachers is available to the tutors. Many immediate questions can thus be answered on-the-spot, meeting an important need for both students and tutors.

Tutoring was predominantly one-on-one, offering the following advantages to participants:

1.) Lessons were tailored to meet the students' needs.

2.) Students progressed at their own speed.

3.) The personal relationship between tutors and students helped participants overcome fear from and dislike for the learning situation. This was vitally important since many of these students were recent drop-outs and their unpleasant memories of school were still fresh in their minds.

4.) This close relationship also provided students with stability and role models that might have been lacking in their lives.

F. **MATERIALS**

Instructional tools included basal reading and writing texts, as well as supplementary printed material geared towards job interests. Materials were chosen because of their appeal to young adults, rather than children. (Appendix III, List of Instructional Materials).

G. **CONTENT**

Reading instruction for those reading below the 5th or 6th grade level emphasized the acquisition of word recognition skills (sight words, phonics, context clues, and word families) through the use of basal series and the language experience approach. Beyond simple word recognition, students were taught to read for meaning, thus learning to isolate the main idea of a text, drawing conclusions from a passage, and then making inferences based on this analysis.

Also included were supplementary materials (e.g. job application forms) directly related to students' personal goals.

H. EVALUATION

Participants

1.) Students are pre- and post-tested on the ABLE, TABE or Slossen. Tests are given in August and in May or June.

2.) Records are kept of the progress made by students in basal series.

3.) Students and tutors determine if goals set are being achieved and if they are realistic (Appendix IV, Student Progress Record, Student Time Sheet).

Program

1.) Based on students' progress.

2.) Based on students' retention rate, based on achievement of goals.

Evaluation instruments will be refined and redefined to produce more easily analyzed data as the number of participants completing the program increases (Appendix V, Program Evaluation and Statistics).

I. RESEARCH AND PLANNING

A vital component of this program is the researching behind it. During the program year, Connie Schwein did extensive research with: Rosemary Wiseman, in Elizabethtown; Marlene Scott and Twyla Hanna, at Kentucky Heartland Resources center; and Charlotte Tulloch at the Vocational Center in Lexington.

With the use of catalogues and information gleaned from ABE teachers in Lexington, Miriam Fox ordered a quantity of materials specifically addressing the interests of participants in the program (Appendix III, List of Instructional Materials). A list of resources developed by Donna Swanson of the Office of Vocational Education, Kentucky Department of Education, will be used during the summer in planning next year's goals and objectives.

The formation of the Young Adult Reading Project Task Force is one of the most significant accomplishments of the last two months (Appendix VI, Young Adult Reading Project Task Force). The first meeting, held in June, helped identify some particular areas of concern if this program is going to grow healthily. Members of the Task Force chose areas to concentrate on which will benefit from their particular expertise. Many of the ideas discussed are reflected in the **Modifications** for next year.

J. **REFERRALS**

Just as referrals are important in our recruitment, we also believe strongly in making referrals to other organizations. Many students we screened read above the eighth grade level; if this was true, the student was immediately referred to an ABE Center. If students showed interest in Continuing Education, they were referred to either Vo-Tech, or Futures for Youth. Some students simply did not have the capabilities required to make meaningful progress in our program. Since our tutors are not professionals, we feel it is irresponsible for our program to take in members of the population that are not educable. These students were referred to other organizations that may be able to help more effectively.

4. MODIFICATIONS

1.) The Assistant Director will be primarily responsible for the Young Adult Reading Project. This will allow one person (Assistant Director) to spend approximately one quarter of full-time on this project.

2.) Students will be encouraged to work at the Shiloh ABE center if at all possible. With a centralized tutoring location, members of the program, both tutors and students, will feel a greater sense of being part of a group. Members of the Young Adult Reading Project Task Force are examining the possibility of providing some extra incentives for participation and continuation in the program (e.g. free movie tickets, group outings, pizza parties).

3.) Materials purchased for the Young Adult Reading Project will be kept at the Shiloh ABE center, to facilitate access to pre-vocational education materials, for both tutors and students.

4.) A specific recruiting strategy is being developed to attract 16-21 year-olds. The VISTA volunteers will canvas door-to-door in low income areas of Lexington, using this recruiting plan.

5.) Tutors will be chosen on an invitation-only basis to work with students in this age group. It is important that those working with young adults be especially attuned to the needs and characteristics of 16-21 year-olds.

6.) Greater involvement with potential employers will be fostered (e.g. have managers from local businesses such as Long John Silvers, talk with a group about how to interview and other job strategies). Doug Remick, of Futures for Youth, has agreed to help with the development of mini-seminars of this nature to increase job readiness.

APPENDIX I

READING INVENTORY

TUTOR: "This list of questions is about what you read or might like to read. I'll ask you if you read something, like the newspaper, and you tell me about how often you read it. If you don't read it, we'll go on to the next subject. After we go through all the questions, you can tell me which of the things on the list you would like to read.

"We'll be talking about newspapers, books, magazines, and other reading materials like letters, advertisements, school notices, and signs."

Note Tutor: You do not have to read through each sublist. Simply ask which part or kind of material the student reads and check off the answer as given.

A. NEWSPAPERS: Have you looked at a newspaper in the last six months? _____yes _____No (If no, go to B).

(First ask the student what they do read, then ask how often they read it)

What part of the paper	How often do you read it?		
Part?	everyday	once-week	several times-month
SPORTS PAGE _____	_____	_____	_____
FRONT PAGE _____	_____	_____	_____
LOCAL NEWS _____	_____	_____	_____
ADS _____	_____	_____	_____
COMICS _____	_____	_____	_____
OBITS/SOCIAL _____	_____	_____	_____
OTHER _____	_____	_____	_____

B. BOOKS: Have you looked through any books in the last six months? _____yes _____no (If no, go to C).

Kind?	everyday	once-week	several times-month
MANUALS	_____	_____	_____
MYSTERIES	_____	_____	_____
ROMANCES	_____	_____	_____
SPORTS	_____	_____	_____
GARDENING	_____	_____	_____
RELIGIOUS	_____	_____	_____
OTHER _____			
_____	_____	_____	_____

C. MAGAZINES: Have you looked at any magazines in the last six months? _____yes _____no (If no, go to D).

Kind?	everyday	once-week	several times-month
HOW TO FIX IT			
ROMANCES			
SPORTS			
GARDENING			
WOMAN'S			
FASHION			
HUNTING/FISHING			
NEWS			
OTHER _____			
_____			

D. GENERAL: Do you usually read any of the following?

Kind?	everyday	once-week	several times-month
BUSINESS LETTERS			
PERSONAL LETTERS			
SCHOOL NOTICES			
ADVERTISEMENT BROCHURES			
MENUS			
TELEVISION GUIDES			
JOB DIRECTIONS			
APPLICATION BLANKS			
OTHER _____			
_____			

Of the kinds of reading materials we just read about, are there any you would like to use in our lessons? Which ones? (Tutor, circle the ones your student mentions.)

Interviewer's Name _____ Date _____

Respondent's Name _____ Gender: Male____ Female____

Years completed in school: 1-3 4-6 7-9 10-11 12 over 12

Name of Test: _____ Test Level: _____ Test Date: _____

Occupation: _____ Date of Brith: _____

5/85 V.K. Lawson based on John Guthrie (1981)

Appendix II

STUDENT DATA FORM

Contact Date _____ APPOINTMENT _____

DATE MATCHED _____

ID # 034-_____

LAST NAME _____ FIRST NAME _____

ADDRESS _____

_____

PHONE (home) _____ (work) _____

Age_____ DOB_____ Sex____ Race____ Marital Status _____

Employed _____ (Circle one: current, past, never)

Hours worked _____ Social Security #_____

Best time to be tutored _____ Best place _____

Type of transporation _____

Last grade completed_____ Date left school _____

SCREENING DATE _____ Slossen _____ TABE _____

Specific strengths and weaknesses _____

Speech impediment_____ Other physical handicap _____

Keeps first appointment _____ Honest effort on screening_____

Short attention span _____ Passive during interview _____

General comments _____

_____

Reading goals _____

TUTOR _____ 18 _____ DATE MATCHED_____

Appendix III

List of Instructional Materials

BASAL TEXTS

New Reader's Press	Laubach Way to Reading
Contemporary	New Beginnings in Reading
Steck-Vaughn	Reading for Today
	Mastering Basic Reading Skills

SUPPLEMENTARY MATERIALS

The Adult New Reader Collection at the Northside Branch of the Lexington Public Library has thousands of titles specifically geared towards the adult population. These materials are all readily available to any tutor or student with a library card. The list that follows includes titles ordered for the collection to be housed at the Shiloh Baptist Church Adult Education Center.

New Reader's Press	Car Series - Studying for Driver's License
	Taking the Wheel
	Becoming a Car Owner
	Maintaining Your Car
	To the Point - Money Management
	Economics - It's Your Business
	Filling Out Forms
	Writing Me!
	In the Know - Complete Set
	Survival Books 1-8
Steck-Vaughn	Where does the Money Go?
	Math in Daily Living
	Adult Reading Collection - Set
	Strategies for Success
	Success at Work
	How to Get a Job and Keep It
Contemporary	Pre-GED Series - Reading and Critical Thinking
	Writing and Language Skills
	Science Skills
	Social Studies Skills
	Mathmematics and Problem Solving Skills
Fearon	Career Adventure Series
	Working Makes Sense
	Career Math Make Sense
	Finding a Job
	Keeping a Job
	Attitudes for Work
	The Job Box
	The Career Box

Tutor: _____ Student _____

STUDENT PROGRESS RECORD

Fayette County Public Schools — Division of
Adult and Community Education

Please complete this form after each tutoring session. Leave in the student's folder at the Adult Basic Education class.

DATE	HOURS SPENT	MATERIALS USED LESSON/PAGE	OTHER EXPERIENCES	ASSIGNMENT

Tutor name: _____

Fayette County Public Schools
Division of Adult and Community Education
Operation Read Monthly Hours

Month: _____ 25th - _____ 24th

Show actual tutoring hours in blocks below, rounding to the nearest half hour.

25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

Total **tutoring** hours _____ (from above).

Student name _____

Tutoring location _____

Tutoring schedule _____

Student level or materials _____

Comments:

Total **other** hours _____

Lesson Preparation _____

Volunteer drive time _____

Workshop/Inservice _____

Office Volunteer _____

Board, Committee meetings _____

Other _____

Appendix V

PROGRAM STATISTICS

# of Students	Ave. Pre-test	Ave. Post-test	No-Shows	Ave. mths in prog.	Drop-Outs	Continuing Students	Books Completed
18	3.3 (0.0 - 8.0)	*	2	3+	8	8	◄1 = 10 1 = 4 ► 1 = 1

* There is no meaningful post-test data for the following reasons:

i) 8 drop-outs were unavailable for post-testing.

ii) 4 people have been in the program less than 36 hours.

iii) 2 students have quit and rejoined, therefore considered high-risk, and unsuitable for re-testing.

iv) 2 students have not been reported on this month.

Appendix VI

Young Adult Reading Project Task Force

The Young Adult Reading Project Task Force presently consists of seven members.

Miriam Fox - Assistant Director, Operaton Read, Inc.
The Young Adult Reading Project will be under Ms. Fox's guidance during 1988/89. She will oversee all testing of students, and monitor their progress. She will work with other members of the Task Force in developing specific recruiting techniques, methods of increasing student retention, strategies for strengthening the tutor/student, student/-program and tutor/program bonds.

Doug Remick - Executive Director, Futures for Youth
Doug Remick will help develop recruiting strategies, including a PSA intended to interest young adults. He will also provide seminars on job preparation, etc. His work with Futures for Youth equips him with a great deal of knowledge about the troubles faced by youth programs.

Alphia Clay - Employee, Juvenile Court.
Alphia Clay has particular expertise in working with 'troubled' young people. A trained Operation Read tutor, she has worked with a student in the age range that this project focuses on, and thus has first-hand experience in dealing with this special group. She will examine the best ways in which to improve our referral network.

Jeanne Humble - Teacher, Lexington Community College.
Jeanne Humble's speciality is in Human Services. She is very familiar with the different social organizations in this area that might be able to help our program with referrals, or advice about similar programs. She is also a trained Operation Read tutor.

Hugh Curran - Tutor, Operation Read.
Hugh Curran is interested in developing incentive programs for both students and tutors, to make the prospect of going back to 'school' more pleasant for the young adult. As a tutor of two years, he is very familiar with the frustrations felt by both tutors and students in a program that can be very isolating. His focus will be on designing group-oriented activities to foster a greater sense of camaraderie, and to help in the socialization of the student participants.

Mike McRae - Learning Center, Central Ky. Area VoTech.
As a link to the vocational school system, Mike McRae is familiar with the real-world demands on our students. He is prepared to offer incentives in the form of specific career guidance to students who show motivation and interest.

Pat Barkley - ABE teacher, Shiloh center.
It is through this connection that the YARP will be able to be housed at Shiloh Baptist Church.